

**AN ANALYSIS OF STUDENTS' EQUIVALENCE IN TRANSLATING  
ENGLISH NARRATIVE TEXT INTO BAHASA INDONESIA  
OF THE FIFTH SEMESTER OF ENGLISH EDUCATION  
STUDY PROGRAM AT STATE ISLAMIC  
UNIVERSITY OF RADEN INTAN  
LAMPUNG IN THE ACADEMIC  
YEAR OF 2019/2020**

**An Undergraduate Thesis**  
Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

By

**SRI INDAH HARTATI**

**NPM : 1411040364**

**Study Program : English Education**  
**Advisor : Meisuri, M.Pd**  
**Co-Advisor : Agus Hidayat, M. Pd**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG  
2020**

## **ABSTRACT**

# **AN ANALYSIS OF STUDENTS' EQUIVALENCE IN TRANSLATING ENGLISH NARRATIVE TEXT INTO BAHASA INDONESIA OF THE FIFTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020**

**By  
Sri Indah Hartati**

The students of Translation English into bahasa Indonesia Class at the fifth semester at Raden Intan State Islamic University Lampung are supposed to be able to translating English Narrative text into bahasa Indonesia. Therefore, this research was intended to analyze the student equivalence in translation English Narrative text into bahasa Indonesia.

This research was conducted based on descriptive qualitative analysis. The subjects of the research were fifth semester at Raden Intan State Islamic University Lampung, while as the sample is the Translation English into bahasa Indonesia class. In collecting the data, the researcher used students' result of translation narrative text English into bahasa Indonesia. After collecting the data, researcher analyzed the students' equivalence in translation English narrative text into bahasa Indonesia.

From the data analysis, it was found that the students' Dynamic equivalence in translating English Narrative text into bahasa Indonesia is the highest frequency with the percentage is 63.7%. The second is Non-equivalence with the percentage is 23.4%, followed by Formal equivalence with the percentage is 7.5% and the last with the lowest percentage is the students did not translate the text with the percentage is 5.3%. It can be concluded that more than half of the students had a good equivalence in translating narrative text because the students can expressed as natural as possible to the target text, so the students' result of the text translation is dynamic equivalence. But some students still had difficulties' in translate English narrative text into bahasa Indonesia and some students cannot maintains the meaning of the text, so the meaning in the source text cannot be transferred as natural as possible in target text, and some students did not translated the text so it cannot be analyzed the students result.

**Keyword:** Analysis, Narrative text, Translation, Descriptive Qualitative, Equivalence





**KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI  
RADEN INTAN LAMPUNG FAKULTAS  
TARBIYAH DAN KEGURUAN**

**Alamat : Jl. Letkol Endro Suratin Sukarame Bandar Lampung Telp. (0721)703289**

**APPROVAL**

**Title : AN ANALYSIS OF STUDENTS' EQUIVALENCE IN  
TRANSLATING ENGLISH NARRATIVE TEXT INTO  
BAHASA INDONESIA OF THE FIFTH SEMESTER OF  
ENGLISH EDUCATION STUDY PROGRAM IN  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020**

**Students' Name : Sri Indah Hartati  
Students' Number : 1411040364  
Study Program : English Education  
Faculty : Tarbiyah and Teacher Training**

**APPROVED**

**To be tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University  
Lampung**

**Advisor,**

**Meisuri, M.Pd  
NIP: 198005152003122004**

**Co-Advisor,**

**Agus Hidayat, M.Pd  
NIP.**

**The Chairperson of  
English Education Study Program**

**Meisuri, M.Pd  
NIP: 198005152003122004**





**KEMENTERIAN AGAMA UNIVERSITAS ISLAM  
NEGERI RADEN INTAN LAMPUNG FAKULTAS  
TARBIYAH DAN KEGURUAN**

**Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289**

**ADMISSION**

A thesis entitled: **AN ANALYSIS OF STUDENTS' EQUIVALENCE IN  
TRANSLATING ENGLISH NARRATIVE TEXT INTO BAHASA INDONESIA  
OF THE FIFTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM  
IN RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG IN THE  
ACADEMIC YEAR OF 2019/2020**, by: **Sri Indah Hartati, NPM: 1411040364**,  
Study Program: English Education, was tested and defended in the examination  
session held on: **Friday, Mei 20<sup>th</sup> 2020**.

**Board of Examiners:**

**The Chairperson : Dr. Oki Hermawan M.Pd**

**The Primary Examiner : M. Sayid Wijaya, M.Pd**

**The First Co-Examiner : Meisuri, M.Pd**

**The Second Co-Examiner : Agus Hidayat, M.Pd**

**The Secretary : Istiqomah Nur Rahmawati, M.Pd**

**The Dean  
of Tarbiyah and Teacher Training Faculty**



**Prof. Dr. Nurva Diana, M.Pd**  
**084408281988032002**



## **DECLARATION**

Hereby, I State This Thesis Entitled “AN ANALYSIS OF STUDENTS’ ABILITY IN TRANSLATING ENGLISH NARRATIVE TEXT INTO BAHASA INDONESIA AT THE FIFTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG IN THE ACADEMIC YEAR 2019/2020” is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung,  
Declared by,

Sri Indah Hartati  
NPM. 1411040364



## MOTTO

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَأَخْلَافُ أَلْسِنِكُمْ  
وَالْوَنُكُمُ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

22. And among his wonder is the creation of the heavens and the earth, and the diversity of your tongues and colors: for in this, behold, there are message indeed for all who are possessed of innate knowledge! (Ar-Rum: 22)<sup>1</sup>

---

<sup>1</sup> *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Ar-Rum: 22, p.790.



## **DEDICATION**

From the bottom of my heart, I would like to dedicate this thesis to:

- ❖ My beloved parents: Sunaini and Sakiyun who always pray for my success and give me motivation to study hard until now. I love them so much.
- ❖ My beloved brothers and sisters who always gives me spirit and suggestion for my success.
- ❖ My beloved friends who always support me to finish this thesis.
- ❖ My beloved Almamater Raden Intan State Islamic University, Lampung.



## **CURRICULUM VITAE**

The writer's name is Sri Indah Hartati. She was born in Bandar on Januari 08<sup>th</sup>, 1996. She is the first child out of four children of Mr. Sunaini and Mrs. Sukiyun. She has four brothers, one little sister and one little brother.

She began her study at elementary school of SD Negri 1 Bandar Sukabumi in 2002 and graduated in 2008. Then, she continued at Junior High School of SMP Negri Siring Betik in 2008. After graduating from Junior High School in 2011, she continued again at Senior High School at SMA 1 Negri Kota Agung in 2011 and graduated in 2014. Then, she continued her study in Raden Intan State Islamic University Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



## **ACKNOWLEDGEMENT**

Praise be to Allah SWT., the Almighty God, the most Merciful, and the most Beneficent, for His blessing so that the researcher can finish the thesis. Sholawat be to our prophet Muhammad SAW, with his family and followers. The thesis entitled “An Analysis of Students’ Ability in Translating English Narrative text into Bahasa Indonesia at the Fifth Semester of English Education Study Program at Raden Intan State Islamic University Lampung in the Academic Year 2019/2020” is submitted as compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah Faculty, Raden Intan State Islamic University Lampung.

When finishing this thesis, the researcher has obtained so much help, assistance, aid, or support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd, the chairperson of English Department and the First advisor for his guidance, help and countless time given to the researcher to finish this final project and who give the researcher opportunity to study until the end of this thesis composition.
3. Yulan Puspita Rini, M. A, the secretary of English Department, who give the researcher opportunity to study until the end of this thesis composition.



4. Agus Hidayat, M.Pd, the second advisor, who has always patiently guided, helped supervision especially in correcting and given countless time for the writer to finish this thesis as well.
5. Kurnia Indrayanti, M.Pd, Lecture of Translation subject at English Department of Raden Intan State Islamic University Lampung for being helpful during the research process and giving suggestion during the research
6. All lecturers of English Department of Raden Intan State Islamic University Lampung, who have taught the researcher since the first year of her study.
7. All friends of the English Department of Raden Intan State Islamic University Lampung, especially beloved friends in class G, then all of her best friends who always give suggestion and spirit in framework of writing this research.
8. All of people who have completed the researcher's life. Thank you.

Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung,  
The Researcher,

Sri Indah Hartati  
NPM. 1411040364

## TABLE OF CONTENTS

	Pages
<b>COVER</b> .....	<b>i</b>
<b>ABSTRACT</b> .....	<b>ii</b>
<b>APPROVAL</b> .....	<b>iii</b>
<b>ADMISSION</b> .....	<b>iv</b>
<b>DECLARATION</b> .....	<b>v</b>
<b>MOTTO</b> .....	<b>vi</b>
<b>DEDICATION</b> .....	<b>vii</b>
<b>CURRICULUM VITAE</b> .....	<b>viii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>TABLE OF CONTENTS</b> .....	<b>xi</b>
<b>LIST OF TABLES</b> .....	<b>xiv</b>
<b>LIST OF APPENDIXES</b> .....	<b>xv</b>

### CHAPTER I INTRODUCTION

A. Background of the Problem.....	1
B. Identification of the Problem.....	6
C. Formulation of the Problem.....	6
D. Purpose of the Research .....	6
E. Limitation of the Research.....	6
F. Use of the Research.....	7
G. Scope of the Research .....	7

### CHAPTER II REVIEW OF LITERATURE

A. Concept of Analysis .....	9
B. Concept of Translation .....	10
1. Definition of Translation .....	11
2. Translation Ability .....	12
3. Type of Translation .....	14
4. Process of Translation .....	25
C. Concept of Equivalence.....	27
1. Definition of Equivalence .....	27
2. Type of Equivalence.....	28
a. Formal Equivalence.....	28
b. Dynamic Equivalence .....	29
D. Concept of Text .....	34
1. Definition of Text.....	31
2. Kinds of Text.....	33
E. Concept of Narrative Text .....	37
1. Definition of Narrative Text.....	37
2. Generic Structure of Narrative Text.....	38
3. Language Feature of Narrative Text .....	39
4. Kinds of Narrative Text.....	40



<b>CHAPTER III RESEARCH METHODOLOGY</b>	
A. Research Design .....	42
B. Research Subject.....	43
C. Data Collecting Technique .....	45
D. Research Instruments .....	46
E. Trustworthiness of Data.....	53
F. Data Analysis .....	55
<b>CHAPTER IV RESEARCH FINDING AND DISCUSSION</b>	
A. Result of the Research .....	56
1. Finding of the Research.....	57
2. Students error in Translating English Into Indonesia	98
a. Untranslated.....	98
b. Translated .....	98
1) Non-Equivalence.....	99
2) Equivalence .....	100
2.1) Dynamic-Equivalence.....	100
2.2) Formal-Equivalence.....	101
C. Discussion of the Research.....	104
<b>CHAPTER V COCLUSION AND SUGGESTION</b>	
A. Conclusion.....	108
B. Suggestion .....	108
<b>REFERENCES.....</b>	<b>111</b>
<b>APPENDICES .....</b>	<b>114</b>

## LIST OF TABLES

	Pages
Table 1: The Number of the Students of the Fifth Semester of English Education Study Program in State Institute of Islamic Studies Raden Intan Lampung in the Academic Year of 2019/2020.....	37
Table 2: The Traslation Score of the Students of the Fifth Semester of English Education Study Program in State Institute of Islamic Studies Raden Intan Lampung in the Academic Year of 2019/2020.....	38
Table 3: 50 Students' Analysis Result .....	58
Table 4: Analysis Result of Dynamic Equivalence.....	89
Table 5: Analysis Result of Formal Equivalence.....	91
Table 6: Analysis Result of Non-Equivalence .....	94
Table 7: Analysis Result of Untranslated.....	97
Table 8: Untranslated Made by Students .....	98
Table 9: Non-Equivalence Made by Sudents.....	99
Table 10: Dynamic Equivalence Made by Students .....	101
Table 11: Formal Equivalence Made by Students .....	102



## LIST OF APPENDICES

	<b>Pages</b>
Appendix 1. Syllabus .....	114
Appendix 2. RPKPS.....	116
Appendix 3. Students' score of Translation A .....	126
Appendix 4. Students' score of Translation B .....	127
Appendix 5. Students' score of Translation C .....	128
Appendix 6. Narrative Text.....	129
Appendix 7. Anlysis the result of students' Translation Narrative text English into Bahasa Indonesia .....	130

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Language is considered as a tool of communication and language cannot be separated from community, because the people can communicate with other people by using language. However, they cannot understand what other people say if they do not know the language that they use. Then, Patel states that language is a system of communications through which consist of a set of sounds and written symbols which are used by the people of a particular country for talking of writing.<sup>1</sup> It means that the language is very important in human life. Without language they cannot deliver their feelings, opinions, and thoughts to each other. It is difficult to do all activities without language.

Nowadays, English plays an important role in the world. As an international language, it is used to disseminate the information and news around the world. For our country, English helps the Indonesian people to be cognizant of the development and the knowledge.

English also becomes very important for people to exchange meaning and represent their feeling and idea. Learning a foreign language is different from learning one's mother tongue. The students will meet a lot of difficulties in learning a foreign language (the target language/TL) because each language has

---

<sup>1</sup>M.F. Patel, Preveen M, Jain, *English Language Teaching (Methods, Tools, and Techniques)* (Jaipur : Sunrise Publishers & Distributor, 2008), pp. 27-28



its own vocabulary items and unfamiliar ways of arranging the words into sentences.

Based on this problem, translation is considered a very important thing to connect the two different languages by contributing source language (SL) into target language. Catford defines that translation is the replacement of textual material in one language (source language) by equivalent textual material in another language(target language).<sup>2</sup> It means that translation is an activity of rewriting a text from its source language into the target language without modifying or changing its meaning in order to make the information in the source language become acceptable and understandable for students.

In teaching learning English as foreign language, the students have to be able to understand words. If they do not understand and do not know the meaning of English vocabulary, they will get difficulties in learning foreign language especially English. In this case, translation is needed to understand what people express and say in their languages, write in their letters, and communicate with their friends.

Translation is not an easy job that can be done by anyone without knowing the procedures, methods and techniques of translating. Then, Ordudari in Translation Journal states that the difference between the source language and the target language and the variations of their culture make the process of translating a real challenge. Among the problematic factors involved in translation are form,

---

<sup>2</sup>JC.Catford A, *Linguistic Theory of Translation* (New York: Oxford University Press, 1965). p.20

meaning, style, proverbs, idioms, grammar mastery and vocabulary mastery.<sup>3</sup> It means that in translating, the difference culture is the challenge for translator. In translation there are some factors such as, form, meaning, style, proverb, idioms, grammar mastery and vocabulary mastery.

In translation, meaning has a very important role. To get the meaning, the translator needs to pay special attention in translating the text such as language, the use of language, an expression, the context of words and sentences. “A Meaning (like any other aspect of language) is provided by a community of native speakers, not by some special authority like dictionary or grammar-book.”<sup>4</sup> It can be seen that meaning is difficult to determine because of the user's language ability and a different perspective on the meaning of a speech or word. “Meaning is a complex phenomenon involving relationships between a language and the minds of its speakers between a language and the world, and between a language and the practical uses to which it is put.”<sup>5</sup>

Text using foreign language needs to be translated that the reader can get the meaning. Translation can be literal translation and free translation. According to Hatim and Jeremy, two ways of translating: ‘literal ’and ‘free’.<sup>6</sup> Literal translation is the way of the translator in translating by word-for-word. According to Zoya, “Literal translation is the translation that reproduces communicatively irrelevant

---

<sup>3</sup> Mahmoud Ordudari, “*Translation Procedures, Strategies and Methods*”, Translation Journal, Vol. 11 (3), (February 14, 2018).

<sup>4</sup> Carolyn Mc Manis, Deborah Stollenwerk, And Zhang Zheng-Sheng, *Language Files*, (Ohio: The Ohio State Universitydepartment of Linguistic, Advocate Publishing Group, 1987), p.189.

<sup>5</sup> *Ibid.* p. 190.

<sup>6</sup> Basil Hatim and Jeremy Munday, *Translation an Advance Resources Book*, (London:Routledge, 2004), p.32.

elements of the source text. This usually happens when the translator copies the source language form.”<sup>7</sup> In literal translation, translator defends the real meaning of the source text. Sometimes literal translation is called ‘faithful’ translation. Translators try to present the literal meaning of the source text without paying attention to the context. Furthermore, the flexibility in translation of the text is lack. Literal translation cannot be used for any kind of text, only to specific texts. Such as, the scriptures or texts for the natural sciences or engineering that included an exact science that cannot be freely interpreted.

Free translation emphasizes the convenience of the reader to understand the translation results. The translator tries to translate the source text to be easily understood in the target text. According to Zoya, Free translation is the reproduction of the source form and content in a loose way. This concept means adding extra elements of information or losing some essential ones.<sup>8</sup> In free translation, translator pays attention to adjust of the source text into the target text. The example of free translation is “we are in the same boat,” it is translated by literal translation. It becomes “kami dikapal yang sama” the result of the translations is wrong because the meaning is not about the position on the boat. To translate it rightly, the translator has to pay attention to the context. After analyzing the meaning, it will be good when it is translated into “kami dalam situasi yang sama”. In conclusion, to translate the sentence or text, it should be translated by paying attention to the context of the sentence or text.

---

<sup>7</sup>ZoyaProsmima, *Theory of Translation*, (Vladivostok: Far Eastern University Press, 2008),p. 23.

<sup>8</sup>*Ibid.* p.25.



Translating by identifying the context should be applied in Narrative text. Narrative text cannot be translated literally because narrative text is a kind of text that told about a story that is based on the some event or experience. Narrative contain of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.<sup>9</sup>

Narrative is a text which contains a story ordered chronologically. In this study, the researcher focuses on narrative text in several aspects of generic structure, social function, and language features which are produced by the fifth semester of English education study program at raden intan state Islamic university lampung.

Based on the preliminary research of the students' translation in class E in Raden Intan State University Islamic Lampung it is the students' translation results that the students translate narrative text literally. The students translation showed the students' results translate narrative text in text is translated literally, even more; the students stated that they got difficulties to remember the English vocabularies when found unfamiliar words so, they translated the text literary without paying attention in condition, situation and context of the text.

Based on the problem in this research, researcher focused on students' equivalence in translating English narrative text. Title of this research is "An Analysis of Students' equivalence in translating English narrative text into Bahasa

---

<sup>9</sup>R. R. Jordan, *Academic Writing Course "Study Skills in English*, 3th Edition, (Edimburgh: Longman, 1999), p. 27

Indonesia of the Fifth Semester of English Education Study Program at the Raden Intan State University Islamic Lampung in the Academic Year of 2019/2020.

#### **B. Identification of the Problem**

Based on the background, the researcher identified the problem as follows:

1. The students translate narrative text literally.
2. The students got difficulties to remember the unfamiliar words in the text.

#### **C. Formulation of the Problem**

Based on the background, the issue has been explored in this study is: How is students' equivalence in translating English narrative text into Bahasa Indonesia of the Fifth Semester of English Education Study Program at the Raden Intan State University Islamic Lampung in the Academic Year of 2019/2020.

#### **D. Purpose of the Research**

The purpose of this research is to students' equivalence in translating English narrative text into Bahasa Indonesia.

#### **E. Limitation of the Research**

Based on the identification of the problems above, researcher will examined the result of the students' translation. It only focused on students' equivalence in translating English narrative text in terms of translating equivalence phrase in sentences into Bahasa Indonesia at the fifth semester of English study program at the State Institute of Islamic studies Raden Intan Lampung in the academic year of 2019/2020.

## **F. Use of the Research**

This research is expected to have some uses, they are as follows:

### **1. Theoretically**

This research is to provide information to students, readers, and also researchers about how to translate narrative text.

### **2. Practically**

#### **a. For the translation lecture**

This research will give contribution to translation lecture to find out their students' ability in translating English narrative text into Bahasa Indonesia to make any evaluation to the student's equivalence related to their weaknesses in translating English narrative text.

#### **b. For the students**

This research helps the students to minimize their weaknesses in translating English narrative text into Bahasa Indonesia and to make their English translation get better.

#### **c. For the other researchers**

This research is to provide information for further research.

## **G. Scope of the Research**

### **1. Subject Research**

The subject of this research was students the fifth semester of English education study program at the Raden Intan State University Islamic Lampung in the Academic Year of 2019/2020.

## 2. Research Object

The object of the research was students' ability in translating English narrative text into Bahasa Indonesia

## 3. Place Research

This research was conducted at Raden Intan State University Islamic Lampung in the Academic Year of 2019/2020.

## 4. Research Time

This research was conducted in the odd semester of 2019/2020 Academic Year.



## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. Concept of Analysis

Analysis is the process of breaking a complex topic or substance into smaller parts to gain better understanding of it.<sup>1</sup> According to *Kamus Besar Bahasa Indonesia*, analysis is the investigation an event to determine the actual state.<sup>2</sup> It means that analysis is a thing to determine the similarity or differences and to classify them.

According to Cambridge Dictionary, analysis is the process of breaking up a concept, proposition, linguistic complex, or fact into its simple or ultimate constituents.<sup>3</sup> The process of evaluating data using analytical and logical reasoning to examine each component of the data provided. This form of analysis is just one of the many steps that must be completed when conducting a research experiment. Data from various sources is gathered, reviewed, and then analyzed to form some sort of finding or conclusion. There are a variety of specific data analysis method, some of which include data mining, text analytics, business intelligence, and data visualizations.

---

<sup>1</sup> Ramelan in Happy Nur Indah Sari, *An Analysis of Participant and Process in Recount Text Made by the Eight Grade Students in SMP Al Huda Semarang In The Academic Year 2009/2010*, (Semarang: Semarang State University, 2010), p. 4. Unpublished.

<sup>2</sup> Pusat Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Gramedia Pustaka Utama, 2008), p.13.

<sup>3</sup> Robert Audi, *Cambridge Dictionary of Philosophy*, (Walton Street: oxford University Press, 1999 2nd ed).

According to Clifford, analysis is sorting out the structures of signification and determining their social ground and import.<sup>4</sup> He also added that the analysis is (or should be) guessing at meanings, assessing the guesses, and drawing explanatory conclusions from the better guesses, not discovering the Continent of Meaning and mapping out its bodiless landscape.<sup>5</sup>

In conclusion, analysis is the practice of looking closely at small parts to see how they affect the whole. Literary analysis focuses on how plot/structure, character, setting, and many other techniques are used by the author to create meaning. Always be sure to discuss the significance the observations to the main idea about life (the theme).

## **B. Concept of Translation**

As an international language, English has widely spread all over the world and used for different purposes. It plays an important role in communication on the world. By mastering English we can communicate and interact with other people from other countries. Because of that English is formally taught in Indonesian. There are four language skills; listening, reading, speaking and writing. Newmark states that translation can be concerned as a part of language skills, which calls for appropriate language and acceptable usage.<sup>6</sup> As a means of communication, translation is used for multilingual notices.

---

<sup>4</sup> Geertz Clifford, *The Interpretation of Cultures*, (New York: Basic Books, 1973), p. 9.

<sup>5</sup> *Ibid.* p. 20.

<sup>6</sup> Newmark, *Op.Cit.* p. 6.

## 1. Definition of Translation

Translation is the process of transferring the meaning and style of the source language to the target language to the closest equality. It is explained by Nida and Taber, translation consists of reproducing in the receptor language, the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.<sup>7</sup> It can be concluded that the translation must be conveyed the meaning of the source language into the target language and maintain the style of language.

To state a simplistic definition of translation, it can be said that a re-telling, as exactly as possible, the meaning of the original message in the natural way in the language into which the translation is communicated. The term ‘translation’ can be generally defined as the action of interpretation of the meaning of a text, and production of an equivalent text that communicates the same message in another language. Hatim and Munday prefer to talk of ‘the ambit of translation’:

1. The process of transferring a written text from source language to target language, conducted by a translator, or translators, in a specific socio-cultural context.
2. The written product, or target text, which results from that process and which functions in the socio-cultural context of the TL.

---

<sup>7</sup> E. A. Nida and R. Taber, *The Theory And Practice Of Translation*, (Leiden: E.J. Brill, 1982), p. 12.

3. The cognitive, linguistic, visual, cultural and ideological phenomena which are integral part of 1 and 2.<sup>8</sup>

Translation is the process of transferring the meaning of the source text into the target text. According to Zoya translation is language code switching. As when translating, we switch from one language to another one.<sup>9</sup> Translation is the meaning in the source text can be transferred to the target text and the form in the target text should be as natural as possible to follow the meaning contained in the source text. According to Finlay, translation must reproduce the sense of the original, omitting nothing and adding nothing.<sup>10</sup>

It can be concluded that, translation is transferring the meaning in the source language into the target language as natural as possible with maintain the original of source language and emphasize the linguistic, visual, cultural and socio-cultural context of the source and target language without any adding or omitting.

## 2. Translation Ability

Translation typically has been used to transfer written or spoken of source language texts to equivalent written or spoken TL texts. In other word, translation is a change of form from one language into another one both oral and written language. Meanwhile, Hornby states that ability is able to do. It

---

<sup>8</sup> Hatim and Munday, *Op.Cit.* p. 6.

<sup>9</sup> Zoya prosmina, *Theory of Translation 3d edition*, (Vladivostok: Far Eastern University Press, 2008), p. 8.

<sup>10</sup> Finlay, Ian F, *Translating*, (Edinburgh: T&A Constable Ltd, 1974), p. 2.



means that ability is the capacity of someone to carry out a particular thing. The ability in translating a language into another language is indicated by the quality of translation result. Translation ability can be achieved if translator (students“) is able to generate target text and can adapt to the reader. It requires a good translator.

Translator is someone who has the comprehensive knowledge of both source and target language. According to Newmark “a translator requires knowledge of literary and non literary textual criticism, since he/she has to the quality of a text before he decides how to interpret and then translate it”.<sup>11</sup> It means that translation is the ability which of course requires certain qualification of translator. A translator has to understand the written message in the foreign language before transferring into target language.

Regarding the explanation, good translator is one of top key in translation activity so that the successful of this activity depend on the students“ knowledge. They must give more attention to the reader in target language. A translator must be also being accountable for his or her translation works by considering compatibility between source text and target text. That“s way, he or she can create good translation. In translating activity, it possible that someone facing some problems to translate from source language (SL) into a target language (TL). Failure to clear this activity may be due to the students“ poor or insufficient knowledge of vocabulary or lack of information. However, translating is an interesting activity because we play with some words and

---

<sup>11</sup> eter Newmark, *Approach to Translation* (New York : Pergamon Press, 2001). P. 5

sentences especially in translating English into Indonesian. This activity challenged to mix and match the words that the translator has acquired to the new words in English which has different structure.

### 3. Type of Translation

According to Larson translation is divided into two major parts, namely meaning-based translation and form-based translation.<sup>12</sup> Meaning-based translation is concerned with the meaning contained in the source text and form-based translations emphasize form of the text. It too, in tune with the opinion of Nida and Taber was split into two translations are formal translation and dynamic.<sup>13</sup> Translation dynamic in Nida and Taber translation based on the same meaning as Larson. However Newmark has another opinion, he divides the types of translation into several types, namely: Word-for-word translation, Literal translation, Faithful translation, Semantic translation, Adaptation, Free translation, Idiomatic translation, and Communicative translation.

#### a. Word-for-word translation

Word-for-word translation is usually shown as words that inserted between the lines of the text with the source language is following exactly the same as the target language words. Source language translations follow the words that are tailored to their habits. According to Newmark, Word-for-word

---

<sup>12</sup> Mildred Larson, *Meaning Based Translation: A Build to Cross Language Equivalent*, (Lanham, MD: University Press of America, Inc, 1984), p. 4.

<sup>13</sup> Nida, E.A. 'Linguistics And Ethnology In Translation-Problems', In D. Hymes(Ed.) *Language In Culture And Society: A Header In Linguistics And Anthropology*, (New York: Harper & Row, 1964), p .159.

translation is often as interlinear translation, with the target language immediately below the source language words, the source language word-order is preserved and the words translated singly by their most common meanings, out of context.<sup>14</sup> Usually used in cultural translation words or as a pre-translation process in translation difficult words. Ex.

Source language: green leaf

Target Language: daun hijau<sup>15</sup>

#### b. Literal Translation

Form-based translations attempt to follow the form of source language and are known as literal translation. Form-based translation here means translations that follow exactly the form of the source language or like word by word translation. Literal Translation, translation is trying to adjust to the shape of the source language, so follow the exact form of language support. Larson also stated literal translation will be effective for someone who learns or studies the original meaning of source language.<sup>16</sup> Ex.

Source language: by the way

Target Language: dengan jalanan

---

<sup>14</sup> Peter Newmark, *Op.Cit.* p. 46.

<sup>15</sup> Simatupang, D.S maurits, *Pengantar Teori Terjemahan*, (Jakarta: Direktort Jendral Pendidikan Tinggi, 1999), p. 2.

<sup>16</sup> Mildred Larson, *Op.Cit.* p. 3.

### c. Faithful Translation

According to Newmark a faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the target language grammatical structures.<sup>17</sup> Translation is more emphasis on the target language. Meaning that according to the source language but has limitations grammatically structure the target language. Faithful Translation is that the language of the translation is equivalent to the original, but not identical to it.<sup>18</sup> Ex.

Source language:	Mother goes to the market
------------------	---------------------------

Target Language:	Ibu pergi ke pasar
------------------	--------------------

### d. Semantic Translation

In general semantic translation is written based on the author style of his or her language and follow the author's thought. Semantic translation adjusts to the style of language and thought Source Language, meaning more emphasize art. Usually use to interpret a text. Ex.

Source language:	the river run
------------------	---------------

Target Language:	air sungai mengalir
------------------	---------------------

---

<sup>17</sup> Peter Newmark, *Loc. Cit.* p. 46.

<sup>18</sup> Rush Hashanah, *A Philoshpy of Faithful Translation, "New Flesh for the Same Spirit"*, Machzor\_translation\_Exercise\_CCAR.RM-AM,Singles.5Au11.pdf.  
[https://www.ccarpress.org/FileCache/2017/02\\_February/machzor\\_translation\\_exercise\\_.pdf](https://www.ccarpress.org/FileCache/2017/02_February/machzor_translation_exercise_.pdf)

e. Adaptation

Translating by taking or adapted from target language culture. According to Newmark, adaptation is the source language culture converted to the target language culture and the text rewritten.<sup>19</sup> For example a Cinderella story adapted into Bawang Putih Bawang Merah. This story was adapted by adjusting the culture reader.

f. Free Translation

Translate without means, without content original form. Although free does not mean can freely translate the original text into the target language so that the main core of the missing translation. According to Newmark Free translation reproduces the matter without the manner, or the content without the form of the original.<sup>20</sup> Free here can translate to modify a sentence when translating is not limited or bound by any form or sentence structures used in the source language.

Free translation here does not mean that the translator may freely translate the original text into target language so that the essence of the translation goes away. Free here mean that a translator may make modification on the sentences when he or she translate a text or sentences, not bounded or tied up by the forms or sentences structure used in the source language. This translation type generally puts emphasis on the context and intend to the

---

<sup>19</sup> Peter Newmark, *Loc.Cit.* p. 46.

<sup>20</sup> Peter Newmark, *Ibid.* p. 46.



target language. For example, rearrangement, omission, and additions are allowed if those have meanings for the sake of comprehension.

For example by Larson from English into English (free translation), the source text is “I was glad when Stephannus, Fortunatus and Achaicus arrived, because they supplied what was lacking from you. For they refreshed my spirit and yours also. Such men deserve recognition” can be translated in target text “it sure is good to see Stave, Lucky and ‘Big Bam.’ They sort make up for your not being here. They’re a big boost to both me and you all. Let’s give them a big hand.”<sup>21</sup> And it can be translated into Indonesian as the Target text “Gua gembira deh si Stave, si Untung dan si Akaikus datang sebagai pengganti kangen gua pada lu. Mereka telah memberi semangat ame gua dan kalian semua. Mereka pantas dapat tepuk tangan yang meriah.”<sup>22</sup>

#### g. Idiomatic Translation

According to Newmark Idiomatic translation reproduces the ‘message’ of the original but tends to distort nuances of meaning by referring colloquialisms and idioms where these do not exist in the original.<sup>23</sup> Therefore, Idiomatic translation reproduces the message of the original but it tends to distort the shades of meaning by reference to every language and idiom meaning it does not exist in the original language. For example, in source text “kick the bucket” When the sentence is translated into

---

<sup>21</sup> Mildred Larson, *Op.Cit.* p.17.

<sup>22</sup> Simatupang, D.S Maurits, *Op.Cit.* p. 43.

<sup>23</sup> Peter Newmark, *Op.Cit.* p. 47.

“menendang ember”, it will give different meaning. The translation of the target text asks to kick the bucket. On the other hand, the meaning of the source text is not that. It will be appropriate to translate it into “meninggal, mati.”<sup>24</sup>

#### h. Communicative Translation

According to Newmark Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.<sup>25</sup> Translate the text into the proper contextual meaning of the original so that the content and language can be understood and accepted by the reader.

Then, Vinay and Darbalent in Venuti divide several techniques in translation; they are Borrowing, Calque, literal Translation, Transposition, Modulation, Equivalence and Adaptation.<sup>26</sup>

#### 1. Borrowing

Many types of borrowing are made from one language to another. It is often used when target language has no equivalent for source language units, in this technique the source language word is transferred directly to the target language, sometimes by changing the word spelling or making pronunciation adjustments. Foreign terms may be used in order to introduce the flavor or some special characteristics of source language. Hence, many

---

<sup>24</sup> Mildred Larson, *Op.Cit.* p. 115.

<sup>25</sup> Peter Newmark, *Loc.Cit.* p. 47.

<sup>26</sup> Venuti, Lawrence, *The Translation Studies Reader*, (London: Routledge, 2004), p. 84-93.

well- established borrowing words, which are widely used, have become a part of the respective target language lexicon. There are many English words that are no longer considered as borrowing in Indonesian usage, such as; memo -memo, taxi-taksi, astronaut – astronot, etc.

## 2. Calque

Vinay and Darbelnet in Venuti stated that a calque is a special kind of borrowing whereby a language borrows an expression form of another, but then translates literally each of its element. It is also called loan translation.<sup>27</sup> The result is a lexical calque, a calque which respects the syntactic structure of the target language whilst introducing a new mode of expression, or structural calque which introduces a new construction into the language. Initially, common people probably think it sounds strange and they cannot get the real meaning of the new words. For examples:

- (source language) credit card (target language) kartu kredit
- (source language) grass roots (target language) akar rumput

## 3. Literal Translation

Literal Translation refers to one-to-one structural and conceptual correspondence which is also known as word-for-word translation. According to Newmark the source language grammatical construction are converted to their nearest TL equivalence but the lexical words are again translated singly, out of context.<sup>28</sup> In this case, the TL forms may be translated literally into TL as long as the meaning is preserved. This

---

<sup>27</sup> Venuti, *Ibid.* p. 86.

<sup>28</sup> Peter Newmark, *A Text Book of Translation*, (London: Polytechnic of Central London, Pergamon Press, 1988), p. 46.

technique is used most common between language of the same family and culture. For example: 'Mary has come' in English can be translated literally into 'Mary sudah datang' in Indonesian because they have similar meaning.

#### 4. Transposition

Transposition is one of the most common procedures or techniques used in translation, it is also known as a shift of form. Transposition is a translation procedure involving a change in the grammar from source language to target language.<sup>29</sup> In other words, it involves replacing one word class or word order into another without changing the meaning of the message, like a change of one different type of part of speech to another in order to achieve the same effect. There are some types of transposition according to Catford such as;

- a. The change from singular to plural (and vice versa) or in the position of the adjective.

- Example for transposition from plural to singular

SL: a pair of trousers

TL: sebuah celana panjang

- Example for transposition in the position of the adjective

SL: green (Adj) scarf (N)

TL: selendang (N) hijau (Adj)

- b. The change in grammatical structure or word order from source language (SL) to target language (TL). Example:

---

<sup>29</sup> Newmark, *Ibid.* p. 85.

SL: we must bring the flower

TL: bunga itu harus kita bawa

- c. The change of part of speech or word class from SL to TL, when literal translation of SL text may not acceptable in the natural usage of TL.

Example:

- Catford's class-shift which occurs when the translation equivalent of SL item is a member of a different class from the original item, such as noun becomes verb, adjective becomes verb, etc. For example:

SL: the house owner was welcoming to the guests (adjective)

TL: sang pemilik rumah menyambut kedatangan para tamu (verb).

- Catford's unit-shift: changes of rank. These changes of rank include word into phrase, word into clause, phrase into clause, and so on.

SL: hospitality (word)

TL: sikap ramah tamah/ keramah-tamahan (phrase).<sup>30</sup>

## 5. Modulation

Modulation entails a change in lexical elements, a shift in the point of view, or thought of the source language. It consists of using a word or phrase that is different in the source and target language to convey the same idea. For examples:

SL: you shouldn't dislike the birthday gift from your father.

TL: kamu seharusnya menyukai kado ulang tahun dari ayahmu.

---

<sup>30</sup> J.C Catford, *A Linguistic Theory of Translation*, (London: Oxford University Press, 1965), p. 15.



In this case, the negative form in SL becomes positive in TL. It is a modulation that occurs when literal translation is considered unsuitable or awkward in TL. If translator translate the TL form literally become “kamu tidak seharusnya tidak menyukai kado ulang tahun dari ayahmu”, it sounds strange in Indonesian language although it is correct grammatically.

SL: the jewelry shop beside my home was robbed last night.

TL: ada yang merampok toko perhiasan di samping rumah ku tadi malam.

In this case, modulation can be done by changing the form from passive voice in source language into active voice in target language (and vice versa).

SL: the man called his daughter once a day when he was abroad.

TL: Pria itu menelepon anaknya sekali sehari ketika dia berada di luar negeri.

In the last example, the modulation can be seen from the change of abstract message in the source language into concrete in the target language.

## 6. Adaptation

Adaptation is a translation technique that involves modifying a cultural reference for the target text readership Vinay and Darbelnet in Hatim and Munday It is used in those cases where the type of situation being referred to by the SL message is unknown in the TL culture. Adaptation occurs in specific to one language culture that is expressed in a totally different way

that is familiar or appropriate to another language culture. It involves changing the cultural reference when a situation in then source culture does not exist in the target language culture, but the TL has quite similar concept. In such cases translators have to create a new situation that can be considered as being equivalent.<sup>31</sup> Adaptation can, therefore, be described as a special kind of equivalence, a situational equivalence. Titles of books, movies, and characters fit into this category. For examples:

SL: 'All American Girl' [a novel by Meg Cabot]

TL: Pahlawan Amerika.

## 7. Equivalence

Vinay and Darbelnet view equivalence in translation as a procedure which replicates the same situation as in the original. They suggest that, if this procedure is applied during the translation process, it can maintain the stylistic impact of the SL text in the TL text.<sup>32</sup> In this research, the translators have to consider natural terms which are used in TL, like considering the cultural adjustment. They also stated that equivalence is therefore the ideal method when the translator has to deal with proverbs, idioms, clichés, nominal or adjectival phrases and the onomatopoeia of animal sounds.<sup>33</sup> For example:

SL: When in Rome do as the Romans do

---

<sup>31</sup> Basil Hatim and Jeremy Munday, *Translation an Advance Resources Book*, (London: Routledge, 2004), p. 334.

<sup>32</sup> Vinay, J.P. and J. Darbelnet, *Comparative Stylistics of French and English: a Methodology for Translation*, translated by J. C. Sager and M. J. Hamel, (Amsterdam / Philadelphia: John Benjamins, 1995), p. 342

<sup>33</sup> *Ibid.*

TL: Dimana bumi dipijak disitu langit dijunjung

From the definition above, can be concluded that to analyze translation work, the main purpose is not just to agree or disagree, also need to focus on how to expresses our personal perspective, interpretation, or critical evaluation of the work.

Translation is not linear process but a more complex one. Firstly, we have to look for the closet equivalence of meaning in the target language. In addition, we have to restructure this equivalence according to the rules and conventions of the target language. Translation therefore, plays an important role in foreign language learning and teaching. Through it, the students of foreign language can understand precisely what the content of the instruction. From the previous explanation there are many type of translation, one of them is equivalence. Then in this research, the researcher choose Equivalence for analysis the meaning of students translation English narrative text in terms of translating equivalence phrase in sentences into Bahasa Indonesia, because that is more appropriate for students English departement at the fifth semester of UIN Raden Intan Lampung.

#### **4. Process of Translation**

Rachmadi states that many cases the process of translation is not linear, but it usually goes back and forth finally the translator can come to the most equivalent translation of the original text. He also lists the steps in translation process. The process as follows: understanding the meaning of the text in the

source language, looking for an equivalent meaning or message in the target language and restructuring the equivalent meaning or message in the target language into an accepted form of text in target language.<sup>34</sup> In translation, translator must understand the message of the source text to get the equivalence meaning and the meaning in the source text can be conveyed into the target text as natural as possible.

Based on the translation is change the language form. According to Larson translation is basically a change of form.<sup>35</sup> The form in translation is the form of source or target language, and the form must be able to reveal back the meaning of the source language and the target language. Larson adds “in translation the form of the source language is replaced by the form of the receptor (target) language.”<sup>36</sup>

Larson states to get the best translation, the translation must, (1) use the normal language form of the receptor language, (2) communicate, as much as possible, to the receptor language speakers the same meaning that was understood by the speakers of the source language, and (3) maintain the dynamics of the original source language text. Maintaining the “dynamics” of the original source text means that the translation is presented in such a way that it will, hopefully, evoke the same response as the source text attempted to evoke.<sup>37</sup> Translation is switching the meaning of the source text into target text with maintains as a

---

<sup>34</sup>S. Rachmadi and Zuhridin Suryawinata, *Materi Pokok : Translation*, (Jakarta: Universitas Terbuka, 1999), p. 42.

<sup>35</sup> Mildred Larson, *Loc.cit.* p .3.

<sup>36</sup> *Ibid.*

<sup>37</sup> Mildred Larson, *Ibid.* p. 6.

whole without omitting or adding and the meaning that is conveyed as natural as possible into the target text.

Catford states there are two kinds of translation process. The first is surface translation which is frequently used by unskilled translator which is characterized by the process of translating the text word by word, phrase by phrase, and sentence by sentence. The second, translation which is frequently used by professional translator starting with understanding the accommodate concept in the source language and finally transfer the accommodated concept into target language.<sup>38</sup>

### **C. Concept of Equivalence**

#### **1. Definition of Equivalence**

Equivalence is to get the same message as the source text reflected by using words that are really different from the source text. In the equivalence meaning target text describes the same reality as does the source text and at the same time it produces the same effect upon the receptor. According to Vinay and Darbelnet, equivalence-oriented translation is a procedure which 'replicates the same situation as in the original, whilst using completely different wording'.<sup>39</sup> And it is also supported by Nida and Teber stating that equivalence is a very similarity in meaning, as opposed to similarity in form.<sup>40</sup> The equivalence meaning between source and target text in translation is required to provide the

---

<sup>38</sup> J.C Catford, *A Linguistic Theory of Translation*, (London: Oxford University Press, 1965), p. 15.

<sup>39</sup> *Ibid.*

<sup>40</sup> Nida And Teber, *Loc.Cit.* p.200.

same response although the response is not exactly identical, but at least there is an agreement to achieve the goal of equivalence response in the text.

The important thing in equivalence is the message of the source text must be conveyed in target text. To get the equivalence in the translation from the source text to the target text, translator tries to translate as natural as possible the source text. According to Nida and Taber, translating consists in reproducing in the receptor language the closest natural equivalence of the source-language message.<sup>41</sup> It can be conclude that equivalence is the message of the text can be revealed to the target text or receptor as natural as possible. Nida divides equivalence into two types, “Formal and Dynamic equivalence”.<sup>42</sup>

## **2. Type of Equivalence**

### **a. Formal Equivalence**

In translation equivalence required to get the appropriate response of the source text, but the equivalence is not merely change the whole part of the text, because there is a possibility to damage the original of source text. Nida explains that in translation often not get the appropriate equivalence but wherever possible, use formal equivalence before translated text equivalence to avoid mis-understanding in understanding the translation. Formal equivalence focuses attention on the message itself, in both form and content.<sup>43</sup> It requires that the message in the target language should match as closely as possible in the source language. It is supported by Basil

---

<sup>41</sup> Nida and Taber, *Ibid.* p. 12.

<sup>42</sup> Nida, E.A. *Op.Cit.* p. 159.

<sup>43</sup> Nida and Taber, *Loc.Cit.* p. 159.

and Hatim, Formal equivalence is a translation that adheres closely to the linguistic form of a source text.<sup>44</sup> The ordering of words and ideas in a translation should match the original as closely as possible. For the example, the source text is “it’s very hot” the sentence is spoken by someone to his friend in hot afternoon. “It’s very hot” can be translated “udaranya sangat panas” the form of the target text preserves the form of the source text.

#### **b. Dynamic Equivalence**

In translation the message in source text must be properly conveyed into target text, so the response obtained in target text have the same response that is intended by the source text. To get the same response needed dynamic equivalence. According to Nida and Teber dynamic equivalence is “quality of translation in which the message of the original text has been so transported into the receptor language that the response on the receptor is essentially like that of the original receptors.”<sup>45</sup> And it is also supported by Basil and Hatim stating that dynamic equivalence is a translation which preserves the effect the ST had units’ readers and which tries to elicit a similar response from the target reader.<sup>46</sup>

A dynamic equivalence translation is not as concerned with the grammatical form of the original language, as it is with the meaning of the original. It allows more room for interpretation and is easier to understand. According to Nida and Teber “Frequently, the form of the original text is changed; but

---

<sup>44</sup> Basil Hatim and Jeremy Munday, *Op. Cit.* p. 340.

<sup>45</sup> Nida and Teber, *Ibid.* p. 200.

<sup>46</sup> Hatim and Munday, *Op.Cit.* p. 339.



as long as the change follows the rules of back transformation in the source language, of contextual consistency in the transfer, and of transformation in the receptor language, the message is preserved and the translation is faithful. The opposite principle is formal correspondence.”<sup>47</sup> However, the response is not identical, because there is different culture from the source text and target text, so that the translator must consider carefully to the message in source text that the purpose can properly convey to the target text. According to Nida and Teber “this response can never be identical, for the cultural and historical target text are too different, but there should be a high degree of equivalence of response, or the translation will have failed to accomplish its purpose.”<sup>48</sup>

To clarify the concept of dynamic equivalence can be considered some of the examples below, the first, in source text the phrase "Be my guest" is the most appropriate translation in target text is "Silahkan". English as the source text that hear or read this phrase will give the same response to Bahasa as the target text that hear or read “Silahkan”. Translation “Silahkan” is different form of the form literal translation “Jadilah tamu saya”. Indeed, the message of the source text “Be my guest” is not an invitation to someone be a guest.

The second, Meaning contained in the source text "The river runs" is "Air sungai mengalir" in target text. The meaning that is expressed as natural as

---

<sup>47</sup> Nida and Teber, *Op.Cit.* p. 22.

<sup>48</sup> Nida and Teber, *Ibid.* p. 24.

possible back into the target text, by translating the word "runs" to "mengalir" and not "berlari".

The third, the source text "Bridge plans given go-ahead" is the most appropriate translation in target text is "rencana pembuatan jembatan disetujui". The expression "to give go ahead" here is "Menyetujui" and that is the most appropriate translation in Bahasa. Even, this translation example show the main priority is meaning not a form.

Then, in this research, the researcher only focused on the equivalence of students' English narrative text Translation into Bahasa Indonesia, because in translation English narrative text, equivalence of translation is very necessary because the meaning of narrative text is not the same as it is reflected literally by the words so that need the equivalence to translate narrative text.

#### **D. Concept of Text**

##### **1. Definition of Text**

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.<sup>49</sup> It means that text was a particular of paragraph that could be spoken or written text.

According to Haylan, he states that text has a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical

---

<sup>49</sup>Mark Anderson and Kathy Anderson, *Text Type in English*, (South Melbourne: Macmillan Education Australia, 1997), p.1

rules writers can encode a full semantic representation of their intended meanings.<sup>50</sup> Meanwhile, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.<sup>51</sup> It mean that text consists of grammatical words, clauses and sentences that can be a system of communication.

The text structure was how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain unified and coherent text.<sup>52</sup> According to Emilia that a text has texture and good characteristic<sup>53</sup>, as follows:

a. Coherence

Coherence refers to a group clauses or sentences relate with the context. Coherence divided into situational coherence and generic coherence. Situational coherence is the reader can identify the text as one of the kind text such as recount, procedure, narrative, exposition, discussion, and report and can identify the structure in the text.

b. Cohesion

Cohesion refers to how the writer relates each part from the text.

---

<sup>50</sup>Ken Hayland, *Teaching and Researching Writing*, (2<sup>nd</sup> Edition), (Edinburgh Gate: Pearson, 2009), p.8.

<sup>51</sup>Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p.29.

<sup>52</sup>Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.3.

<sup>53</sup>Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*, (Bandung: Rizqi, 2011), p.8.

Based on that explanations, it can be inferred that text is both of spoken and written text. It could be a word or phrase or sentence or discourse. A good text was a text that relates with the theme, used correct grammatical and generic structure appropriate with the text, and could be understood by the reader.

## 2. Kinds of Text

According to English Syllabus of School Based Curriculum (KTSP), the teaching of writing for students of Senior High School involves the teaching of paragraphs or text. In English, we could find many kinds of text in teaching of writing to students. Each of these texts had its own characteristics and functions. Students should have knowledge of these texts. The examples genre of the texts are:<sup>54</sup>

### 1. Spoof Text

Spoof text is to retell on event with a humorous twist.

#### a. Generic (schematic) structure:

1. Orientation: sets the scene.
2. Event (s): tell what happened.
3. Twist: provides the “punchline”.

#### b. Significant lexicon grammatical features:

1. Focus on individual participants.
2. Use of material processes.
3. Circumstances of time and place.

---

<sup>54</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Alexandria: Antipodean Educational Enterprises (AEE), 1994), pp.192-204.

4. Use past tense.

## 2. Recount Text

Recount text is to retell events for purpose of informing or entertaining.

a. Generic structure:

1. Orientation: provides the setting and introduce participants.
2. Events: tell what happened, in what sequence.
3. Re-orientation: optional- closure of events.

b. Significant lexical grammatical features:

1. Focus on specific participants.
2. Use of material processes.
3. Use past tense.
4. Focus on temporal sequence.

## 3. Report text

Report is to describe the way things are, with reference to a range of natural, man-made, and social phenomena in our environment.

According to Linda, Report is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.<sup>55</sup> The subjects are about the phenomena of the world whether living things i.e. plants, animals, or non-living things i.e. phones, cars, volcanoes, and oceans. An information report usually contains facts about the subjects, a description and information on its

---

<sup>55</sup>*Ibid*, p.196

aspects or features like appearance (parts of components), qualities (shape, color, and behavior habits, how to reproduce, what to eat if it is living things).

a. Generic structure:

1. General classification: tells what the phenomenon under discussion. Description: tells what the phenomenon under discussion is like in terms of: Parts (and their functions), qualities, and habits or behaviors, if living: uses, if non-natural.

b. Significant lexicon grammatical features:

1. Focus on generic participants.
2. Use of relational processes to states what is and that which it is.
3. Use simple present tense.
4. No temporal sequence.

c. Language feature

1. Use timeless present tense
2. Use action verbs (climb, eat, erupt) linking verbs (is, has, belongs to)
3. Use language of defining (are called) classifying (belongs to), comparing and contrasting (are similar to, are stronger than, like)
4. Use descriptive language (color, shape, size, function, habit, behavior)
5. Use technical terms.

#### 4. Analytical exposition text

Analytical exposition text is to persuade the reader or listener that something is the case.

##### a. Generic structure:

1. Thesis: position (introduce topic and indicates writer's position) and preview (outlines the main arguments to be presented).
2. Arguments: point (restates main argument outlined in preview) and elaboration (develops and supports each point/argument)
3. Reiteration: restates writer's position.

##### b. Significant lexicon grammatical features:

1. Focus on generic human and non-human participants.
2. Use simple present tense.
3. Use of relational processes.
4. Use internal conjunction to stage argument.
5. Reasoning through causal conjunction or nominalization.

#### 5. Narrative text

Narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; narrative deal with problematic events which lead to a crisis or turning of some kind, which in turn finds a resolution.

##### a. Generic structure:

1. Orientation: sets the scene and introduces the participants.



2. Evaluation: a stepping back to evaluate the plight.
  3. Complication: a crisis arises.
  4. Resolution: the crisis is resolved, for better or for worse.
  5. Re-orientation: optional.
- b. Significant lexicon grammatical features:
1. Focus on specific and usually individualized participants.
  2. Use of material processes.
  3. Use of relational processes and mental processes.
  4. Use past tense.

Many texts could be used in teaching writing, such as spoof, recount, report, analytical exposition and narrative text. But in this research the researcher focused on narrative text as the form of writing that was investigated because this kind of writing form was concluded as the material should be learned by the students for the eleventh grade. Moreover, the students had already learned about it, so that the writer was easier to find out the influence of using short text memorization toward students' report text writing ability.

## **E. Concept of Narrative Text**

### **1. Definition of Narrative Text**

According to Oshima, narrative is the kind of writing that you do when you tell a story.<sup>56</sup> Use time order words and phrases to show when each part of the story happens. In other definition, narrative is an account or description of events in the

---

<sup>56</sup> Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, (New York: Pearson Education, 2007), p. 35

past which entails following a time sequence or chronological order.<sup>57</sup> Narrative gives the readers or listeners a moral value in every story. It is differentiated with other kind passages. The purpose behind a story can give motive for readers or listeners. The purpose of narrative is very important because the purpose of narrative determined appropriateness of the narrative. It is easy to tell a good story, though some people have a something special for telling entertaining anecdotes or short story. From the definition above, it can be concluded that a narrative text is a kind of text that told about a story that is based on the some event or experience. Narrative contain of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

## **2. Generic Structure of Narrative Text**

A narrative text will consist of the following generic structure:

- a) Orientation, Set of the scene and introduces the participants
- b) Evaluation, A stepping back evaluate the plight
- c) Complication, Describing the rising crises which the participants have to do with
- d) Resolution, The crises is resolved or better or for worse<sup>58</sup>

On the other hand, Mark and Kathy states that the steps for constructing a narrative as follows:

---

<sup>57</sup> R. R. Jordan, *Academic Writing Course "Study Skills in English"*, 3th Edition, (Edinburgh:Longman, 1999), p. 27

<sup>58</sup> Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 73

- a) Orientation/ exposition, Can be a paragraph, a picture or opening chapter.  
In which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
- b) Complication/ rising action, That sets off a chain of events that influences what will happen in the story.
- c) Sequence of event/ climax, This is where the narrator tells how the character reacts to the complication. It concludes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback.
- d) Resolution/ falling action, In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved.
- e) Reorientation that provides a comfort or moral based on what has been learned from the story, it is an optional closure of event.<sup>59</sup>

### 3. Language Features of Narrative Text

Narrative text is a story that tells the reader about something which happen in the past and in sequence of time, so that the text must be written in some following features of language:

- a) The use of noun phrases (a beautiful princess, a huge a temple).
- b) The use of connective (first, before that, then, finally).

---

<sup>59</sup> Mark Anderson and Kathy Anderson, *Text Type in English 2*, (South Yarra: Macmilan, 1997), p.8

- c) The use of adverbial phrases of time and place (once upon a time, in the garden, two days ago).
- d) The use of simple past tense (he walked away from the village).
- e) The use of action verbs (said, told, asked).
- f) The use of thinking verbs, feeling verbs, verbs of senses (she felt hungry, she thought she was clever, she smelt something burning).<sup>60</sup>

Based on those explanation, the researcher concluded that in producing narrative text the story should use those following language features in order to explain the reader that the story has happened in the past.

#### **4. Kinds of Narrative Text**

There are many kinds of narrative text. Emilia states that there are five kinds of narrative text. They are as follows:

- a) Fable is a story that teaches a lesson, often using animal characters that behave like people, (mouse deer and crocodile, The ants and the Grasshopper, etc).
- b) Legend is a story that is based on fact but often includes exaggerations about the hero. (sangkuriang, malin kundang, the story of Toba lake, etc).
- c) Fairy tale is a humorous story that that tells about impossible happenings, exaggerating the accomplishment of the hero.(Cinderella, Snowwhite, Pinocchio, etc).
- d) Folk tales, an old story that reveals the customs of a culture.

---

<sup>60</sup> Siahaan, *Op.Cit*, p. 74

- e) Science fictions is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. (to the moon from earth by Jules Verne, starship Trooper by Robert Heinlein, etc).<sup>61</sup>

From that fifth kinds of narrative text mention, in this research the researcher will use Legend text as material of research because that is appropriate with the RKPS from lecturer.

---

<sup>61</sup> Emi Emilia, *Pendekatan Genre Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*, (Bandung: Rizqi Press, 2011), p. 94

## REFERENCES

- Arikunto, Suharsimi. 1987. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*. Depok: Al-Huda Kelompok Gema Insani.
- Basil, Hatim and Jeremy Munday. 2004. *Translation an Advance Resources Book*. Routledge, London.
- Bambang, Ag Setiyadi. 2006. *Metode Penelitian Untuk Pengajaran Bahasa Asing-Pendekatan Kuantitatif-Kualitatif*. Yogyakarta: Graham Ilmu.
- Baker, M. 1992. *In Other Words. A Coursebook On Translation*. London: Routledge.
- Carolyn, Mc Manis, Deborah Stollenwerk, and Zhang Zheng-Sheng. 1987. *Language Files*. The Ohio State University departement of Linguistic, Advocate Publishing Group,
- Catford. J. C. 1965. *A Linguistic Theory of Translation*. Oxford University Press.
- Cambridge Dictionary of Philosophy*. 1999. 2nd ed. Robert Audi.
- Donald, Ary L.C. Yacobs and A Razaveigh. 1975. *An Introduction Research in Education 2<sup>nd</sup> Hotl*. Washington: Rinenhart and Winston Inc.
- Finlay, Ian F. 1974. *Translating*. Edinburgh: T&A Constable Ltd.
- Geertz, Clifford. 1973. *The Interpretation of Cultures*. New York: Basic Books.
- ISP, Nation. 1989. *Language Teaching Techniques*. Wellington:Victoria University.
- Larson. Mildred. 1984. *Meaning Based Translation: A Build to Cross Language Equivalent*. Lanham: MD University Press of America. Inc.
- Marguerite et.al. 2006. *Methods in Educational Research: From Theory to Practice*. San Francisco: Jassey-Bass.

- Newmark, Peter. 1988. *A Text Book of Translation*. London: Polytechnic of Central London. Pergamon Press.
- Nida E.A. and C.R.Taber 1982.*The Teory and Practice of Translation*, New York: The United Bible Societies.
- Nida E.A. 1964. *Linguistics and Ethnology In Translation-Problems*. In D. Hymes (Ed.) *Language in Culture and Society: A Header in Linguistics and Anthropology*, New York: Harper & Row.
- O'Dell, Felicity and Michael McCharthy. 2010. *English Idiom in Advance Use*. Newyork: Cambridge University Press.
- Oxford Learner's Pocket Dictionary, (New York: Oxford University Press, 2011, fourth edition,)
- Pusat Bahasa, 2008. *Kamus Besar Bahasa Indonesia*. Jakarta: Gramedia Pustaka Utama.
- Rachmadi. S. Suryawinata, Z.A. Effendi. 1999. *Materi Pokok : Translation*. Jakarta: Universitas Terbuka.
- Ramelan in Happy Nur Indah Sari, *An Analysis of Participant and Process in Recount Text Made by the Eight Grade Students in SMP Al Huda Semarang In The Academic Year 2009/2010*, (Semarang: Semarang State University, 2010), p. 4. Unpublished.
- Rush Hashanah, *A Philoshpy of Faithful Translation,"New Flesh for the Same Spirit"*, Machzor\_translation\_Exercise\_CCAR.RM-AM,Singles.5Au11.pdf. [https://www.ccarpress.org/FileCache/2017/02\\_February/machzor\\_translation\\_exercise\\_.pdf](https://www.ccarpress.org/FileCache/2017/02_February/machzor_translation_exercise_.pdf)
- Simatupang, D.S Maurits, 1999. *Pengantar Teori Terjemahan*, Jakarta: Direktort Jendral Pendidikan Tinggi
- Sugiono. 2010. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Vinay, J.P. and J. Darbelnet. 1995. *Comparative Stylistics of French and English: a Methodology for Translation*. Translated by J. C. Sager and M. J. Hamel. Amsterdam/Philadelphia: John Benjamins.

Venuti, Lawrence, 2004. *The Translation Studies Reader*. London: Routledge.

Vikie A. Lambert, DNSc, RN, FAAN, Clinton E. Lambert, PhD, RN, CS, FAAN, *Qualitative Descriptive Research: An Acceptable Design*, vol.16, no.4, 2012, Pacific Rim International Journal of Nursing Research.

Zoya Prosmyna. 2008. *Theory of Translation*. Vladivostok: Far Eastern University Press.